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## HAVE WE DONE IT?

### A REVIEW OF WHAT HAS BEEN LEARNED ABOUT JUNIOR HIGH SCHOOLS OF THE UNITED STATES DURING THE JUNIOR HIGH CLEARING HOUSE ACTIVITY.

*S. O. Rorem, Manager, Principal East Junior High  
Sioux City, Iowa*

Although the best plans laid by men and mice are sure to vary slightly, whether anything does or does not go agley, it is appropriate that the question be asked in the last issue of a symposium covering one and one-fourth years: Has the result been accomplished?

In issue number one as many promises were made as the probable results seemed to justify. In each successive bulletin a forecast was made. And now at the close of a year of study and effort we discover that those forecasts and promises have struck a high ratio of fulfillments, at least when compared with weather forecasts.

From the personal viewpoint of the manager the whole effort has been a wonderful success. From the standpoint of membership holders, their kind encouragement, contributions and appreciative statements would seem to prove a stronger point.

With everything aside excepting the eight bulletins which represent the fruition of combined effort, the question may easily be asked: Was the effort worth while?

The set contains nearly 400 pages devoted to practices and theory of active Junior High Schools. It gives a complete list of all Junior High Schools of the United States in cities over 5,000 population. It gives items and articles concerning more than one hundred schools in actual operation. It directs attention to the fundamental problems confronting Junior High Schools. It shows the way in which dozens of schools are revising, vitalizing and adapting

their courses of study. It has gathered up many items of interest from miscellaneous sources and issued them along with other Junior High information. It has attempted to reach whatever heights seemed worthy. It has done all that was possible considering circumstances and stands before judgment offering only "the work of its hands."

Many a man who in the future will make attempts to reach either the North or South pole of the earth is likely to learn that he is not the first who reached it or tried to reach it—especially if he should encounter evidences left by Peary, Shackelton or others.

Similarly in the exploration fields of education, the theory has preceded the practice, and others have had to learn by personal experience even though many an other has already preceded to the mythical goal and returned satisfied that the theory is now as safe as the fact. As they return one by one thrilled with the glory of their achievement they cause some others to believe the report trustfully enough to stake reputation, skill and hard work upon its verity. Even then there still remains a proportion which will hear and doubt the twentieth returned explorer's tale as stubbornly as it did the first successful explorer's tale.

Just as doubtfully has such a proportion looked upon the progress of the Junior High School from its first establishment in the first isolated vicinities which find comfort in holding a twenty years' lead over the educational rank and file, on to the present point where there are upward of two thousand schools in the United States which have Junior High Schools in name or in fact.

Critics still say in rare lapses of hope, that the effort in behalf of Junior High School is scarcely justified by the results in any greater extent than the results gained by knowing the North or South pole can be reached. In neither case will a thinking man attribute to blank ignorance such an answer as this: We cannot foretell the value of knowing there are approachable poles, more than did those who first learned that America had approachable shores—the result took care of itself. We cannot foretell the future of the Junior High School more than the New

England fathers could believe that the highest attainable college education in the private schools of their century would in 1921 be available without tuition to every American child of 15 to 18 years.

The present has enough to keep us busy improving the shortcomings and mistakes of the past decade in the field of education. The present opportunities open up innumerable new areas which already have been announced by seers who sensed the sequence of events and progress points long ago. Now we are arriving. Two thousand schools are on the trail where ten thousand more schools may sometime follow. At the head of the long line there are a few dozen sane, cautious, pioneers who bravely confront all difficulties they encounter, while the hundreds who follow are overjoyed to have the trail made smooth and easy to traverse.

These pioneers expect nothing without struggle. They ask no quarter, and give none in confronting knotty problems. Only one idea is entertained in their minds: Steady progress toward the goal. That progress today is as sure as it is slow. The vanguard sees what those in the rear cannot see. The vanguard does what those who are willing to follow would never be willing to do.

The vanguard is the only group with which there is any need to be concerned. Likewise only those will be interested who like the thrill of daring, who know the drive of aggressiveness, and who want to taste the delights of achievement.

Who are the vanguard? Without mentioning names, they are those who have announced for many years that something must be done for adolescents. They are those who wrote those opinions and published them. They are those who shook themselves and asked: What am I doing for adolescents in my care? They are those who said: The child is the important part of our educational system. They are those who said: System or no system I intend to do what will serve best the needs of growing children. They are those who said: Give me the adolescents where no one will hinder them and I shall try to help them. They are those who confront now the new problems out of this new

arrangement without recoil or dismay. They are those who daily dare the world to find an iota of infidelity to the cause of the children, regardless of the taunts of some who berate new fangled notions. They are those who are struggling to know the good process, who are studying the past and present to find true release for child power, who are admitting all attendant faults and shortcomings of the idea as advantageous impedimenta to be held and guarded until the time when they can profitably be abandoned.

Out of their thinking, their publication, and their toil, some keen observers have found points of contrast and agreement. Question lists have covered the nation and have brought back informaton of actual experience. State high school visitors, independent investigators and enterprising individuals have gleaned information at first hand in the hope of finding strong or weak points, good or bad practice, by which to guide the immediate progress of the adolescent. These reports, articles, surveys, volumes would make a cumbersome mass of literature to scan or study. In them all there runs the same expression of hope and the same confession of uncertainty that the individual problem should be solved in the specific manner. There is noticeably less and less desire to make the new idea (Junior High) meet the requirements of the old system (High School) and a happily increasing demand that the Junior High School shall be accepted as right in method, in purpose, and in intention; thereby insisting that the stabilized high school teaching processes and class management shall gradually yield and dovetail with that of Junior High, which is admittedly more sincere in dealing with the needs of the pupil. School systems in many cities throughout the United States are actually putting into effect the cry made by leading educational thinkers throughout several decades. The school is established for the welfare of the child—not for the convenience of the teacher nor for the dissemination of a teacher's knowledge of a favorite subject. The Junior High School is the living presence of a visioned idea which had been so dearly cher-



ished that it has been relegated to the rare rendezvous with school folk only in the quiet hour of "Best Moments."

Out of the experience of this vanguard many useful conclusions have been reached. How long they will remain unchanged is not at all important. Certain it is that various practices are used in the majority of cases where open minded principals and superintendents are in charge.

These conclusions by no means include the experimental attempts being started each month and abandoned before the end of the school year. They do not include any theoretical pans. Only those items are summarized which seem to be without question. Then will follow a few less widely accepted methods and devices which seem to have gained the majority approval if not actual practice.

A profitable way to settle the list of conclusions would be to call attention to an article in Bulletin IV by Mr. Carmichael, of Decatur, Illinois, in which he has established the Junior High School type by compiling information gathered by him from schools all over the United States. Or we could cite the conclusions by Thos. H. Briggs and L. V. Koos in their 1920 publications, the earlier compilation by Bennett, or the 1915 report of A. A. Douglas.

However, the purpose of this article is to assert, with little accompanying proof, the few important points of agreement as brought to light by this one and one-fourth years of study and correspondence, in addition to all that has been read, observed or experienced elsewhere.

*Name*—*Junior High School* will not soon be replaced. It has one runner-up for favor—the Intermediate School. Much has been written in advocacy of the latter name; very little has been written to support the name of the former—Junior High School. The name has merely been accepted as being suitable, that's all. Intermediate may express the technical location of this period between the grades and High School, but the pupils are daily attending something which should have their meaning, rather than attending classes in a pedagogically nomenclatured institution. The tendency to use the word intermediate can very profitably be accepted with the provision that it is to start with small

"i." Where pupils are to see the name of the school it will for an uncertain duration be called Junior High School spelled with capital letters.

*Grades Included.* 7-8-9. Schools in control of the circumstances have, with few exceptions, acknowledged grades seven, eight and nine to be the suitable ones. Whether the reason is mathematically six-six, or physiologically assuming the oncoming of adolescence, is a matter which has been discussed all it need be. The fact is that this grouping is being used successfully in progressive Junior High Schools.

*Courses of Study.* Two or Three. The tendency has been to reduce the courses to a minimum. While there is wide variance in the labels given to these specific courses they fall into three general groups, according to content: General Subjects, Commercial Subjects and Industrial Subjects. Where there are only two the content is General and Occupational. Electives and courses are usually chosen only upon careful guidance and advice from parents or teachers. The courses are based upon needs of pupil rather than conformity to Senior High or College requirements, thereby giving little or no choice to pupils of seventh grade, a slight amount to eight grade, and divergence of choice in the ninth. The appearance of the standard names—Arithmetic, English, History, Geography—on nearly every course of study shows sanity, and the names of Manual Training, Domestic Science, Gymnasium, Music and others as required subjects show that the whole pupil is being cared for. The big change is in the content of the courses under the old name and in the willingness of teachers to meet the needs of pupils.

*Periods.* Six one-hour periods. We need not quibble over five minutes either way from the standard of sixty minutes. Nor is there much danger if occasionally there are found more schools using six and one-half or five and one-half periods. The hour period lends itself to easy division and gives span enough to complete the average task likely to be assigned to the pupil of Junior High School age.



*Prolonged Guidance.* JUNIOR High School. The schools in little variation from the total have established systems of aiding and guiding the pupil from entrance to graduation, with respect to conduct, health, school work and outside activities. There is little conformity as to detail but absolute conformity as to purpose and intent. The problem is met in the best way (or in some good way) suited to the city or neighborhood in which the school is located. The substance of the plan is that the pupil is supplied with a guide, counselor and friend to guide him to SENIOR High.

.. *Individual Attention.* This has always been met by good teachers, even in poor schools. Now the Junior High accepts it as the only right way, no matter how belated are the beginnings of it in a large way. All types of tactics are used—ranging from the teachers intuitive markings up to the most intricate intelligence tests in multiple. The goal sought is that of knowing a pupil's ability or capacity to do the school tasks. The actual achievement has been to establish speed, rate and accuracy of reaction in simple problems covered by the test. The immediate value gained from this attempt to isolate the ability of individuals who make up the class group is the discovery that some pupils should be set to work and be unhampered by voice or advice of teacher, some should be shown how to work before being set to work, and that individuals of the slow reaction group should be given about seventy-five per cent of the help offered by the class room teacher.

The methods of manipulating pupils in order to administer according to their individual needs are as varied as circumstances require. The point made here concerns the fact that Junior High Schools are now considering pupils as individuals instead of as names in class roll books or members of the group.

*Teachers. Pliable and Willing.* This seems to be superfluous at first. Schools everywhere are discovering that the point is worthy of note. No teacher assumes that she knows what a Junior High School teacher should do.

"Everyone knows" on the contrary, how a high school teacher should teach. Hence the Junior High teacher is willing to try, learn, study and experiment to find what is best. No new duty assigned, no task begun is outside the routine of the Junior High School, because the standards of minutest detail have not remained stationary long enough for the teacher to become set in *her* ways. (The Junior High School teacher is predominantly "she"). The trained teacher with a personality, is likely to grow on a high salary faster, better and more devotedly than when jerked from the bargain counter and held at a "living wage." The Junior High Schools in progressive cities have the high school salary schedule.

It would be possible to specify details of the above general characteristics of Junior High Schools. To do it would constitute a particular fault in this plan of brief review, because all variation of details would be required as well as the circumstances under which those changes have arisen. As the characteristics stand above in brief mass-assertion, no type is offered or rejected if it conforms in purpose.

The lesser good features mentioned in the following paragraphs have reached a noteworthy measure of approval. Although some are simple enough to seem to belong in the group of characteristics the fact remains that some schools over emphasize one or another feature until the feature hides or seems greater than the group to which it belongs.

1. Where possible a separate building is used for Junior High School pupils. This is rarely done in towns which do not have at least 150 pupils in grades seven, eight and nine. This means that towns under two thousand population have all twelve grades in one building, those under 5,000 rarely find it possible to make a greater separation than six-six, while many cities over 5,000 make the combination with elementary grades or with high school as a preferred choice. The trend is toward the separate school building in cities over 5,000.

2. Hobby groups or Interest classes are frequent enough and important enough to be mentioned, as well as a few ways in which they are manipulated. Some schools establish a new grouping of the whole school into classes interested in the same extra-activity regardless of classification in school; each group meets once a week in charge of the teacher who can find personal delight in that activity; fancy work, electricity, poultry, pleasure reading. French, shorthand, airplane, instrumental music, are indications of the types of activity which are as numerous as adequate sized groups request. Some schools divide pupils into glee clubs, orchestra, debating, art, bird study or the like, meeting either during school hours or after school session in an organization of more or less permanency. Many schools confine themselves closely to the literary and dramatic organizations, to vocal and instrumental music, and to athletics after the pattern of the regular four-year high school. The point of importance is employment of means for every pupil constantly to find and to traverse the avenue of approach and co-operation between his outside activities and his routinized school day tasks. Earnest schools are sacrificing many a regular class period in order to give pupils a chance to practice using their acquired information under guidance along the line of their personal interests.

3. Visual Instruction. Motion pictures and stereopticons are being used extensively for educational and entertainment purposes. The values are apparent. The handicap most frequently found in using motion picture projectors is that of finding suitable films for class room purposes. Nevertheless the junior schools are seizing the opportunity to vitalize the course of study as briefly outlined above. The stereopticon has its place and always will have. Those Junior High Schools which have gone into the matter seriously, comprise a meagre minority, while those who KNOW that visual instruction has undisputed merit, constitute the great majority of school folk.

The fourth, and last to be mentioned in this review is that of Individual Responsibility. This is attempted in as

many ways as there are schools concerned in developing citizenship in school children. It ranges in method all the way from Student Self Government to the slightest mention during the study of a text book on Civics. If the latter is too slight, the former is too serious. However, each type is to be commended in so far as it actually inspires the desire of pupils to become real contributing citizens, and as far as it teaches them to be square, fair, decent, open and broad-minded. The fundamental of all systems is the responsibility that the pupil carries for himself and for others. It is useless to set the pupil or politician in charge of others when he is far from able to handle his personal affairs.

By this time, those who haven't wearied of the triteness of the sentences just offered, do not suspect that the paragraph is new. It brings back to reality the purpose for which the pupil is attending classes and reciting with a teacher. Teachers were taught from books for a purpose; pupils are being taught for a purpose; that purpose is—Aid To Better Citizenship. Citizenship is Individual Responsibility; in actuality and in intention. The only difference is that Junior High School teachers and principals are beginning to consider **FIRST** the purposes for which the pupil is at school; **NEXT**, to try to accomplish that purpose although everything else may go awry.

The essentials of citizenship are becoming the important part of the school achievement. The school emphasizes those qualities and attainments more than it does the processes of acquiring them. The old school taught the pages of the book and discipline of the day, hoping against all possibility that **SOMEHOW** the pupil would get from the routine work he encountered the desirable characteristics which all school folk admire and thoughtlessly neglect while teaching. The Junior High School leaves down the bars intentionally for the ninety per cent who can be trusted to roam wisely far afield, and who can be depended upon to do the right thing always and anywhere. Then it must, of course, and does keep a watchful



eye to see when warning is necessary or when it is necessary to incarcerate them temporarily or permanently along with the estimated ten per cent whose training and environment have been such that the world will have to watch them forever. The point is that the Junior High School is seizing the opportunity to nurture the wholesome spirit of the well-brought-up child, and is trying to raise gradually the tone, the temper, and the dependability of the child who has been humored or beaten into undesirability. Infinitesimal though the improvement may be in stubborn cases, the contention is that the Junior High School is the latest point to which the hopeful helpfulness can be postponed.

Other details of Junior High School practice will be ignored. Fragmentary as the review has been, it is indicative of progress. Nothing in the Junior High School field is specific; nor does it need to be. Every earnest teacher, principal and superintendent will scorn all attempt to stereotype the methods or practices of the Junior High School, will spurn all demands that we "may go so far and no farther," and will fight for the boys and girls.



COMMONWEALTH OF PENNSYLVANIA  
DEPARTMENT OF PUBLIC INSTRUCTION,  
HARRISBURG.

*James M. Glass, Harrisburg, Pa.*

THE JUNIOR HIGH SCHOOL

The Junior High School has arisen because of the demand, which is constantly growing more and more insistent, that our public schools should provide greater equality of educational opportunity. We are beginning to see that a successful democracy must depend not only upon the education of its people, but also upon types of education adapted to individual needs. We are now realizing more and more that individuals are not alike and that the education and training which is suited to one may not be suited to another. Our educational system has been and still is based very largely upon the principle that individuals are alike and that all can profit equally by a common course of training. The old plan of organization into an eight-grade elementary and a four-year high school has not been able to adjust itself sufficiently to meet the demands for greater equalization. It has not been possible to modify it enough so that the varying needs of individuals can be met. The results of this failure are seen in the appalling elimination of pupils from school.

1. *Recommendation of Commission on the Reorganization of Secondary Education.* "We recommend a reorganization of the school system designed to meet the needs of pupils of approximately six to twelve years of age; and the second six years to secondary education designed to meet the needs of pupils of approximately twelve to eighteen years of age.

In the junior period (grades seven to nine, inclusive) emphasis should be placed upon the attempt to help the pupil to explore his own aptitudes and to make at least provisional choice of the kinds of work to which he will



devote himself. In the senior period (grades ten to twelve, inclusive) emphasis should be given to training in the fields thus chosen. This distinction lies at the basis of the organization of junior and senior high schools."

2. *Reorganization.* The Junior High School should, therefore, undertake a reorganization of the work of the last two grades of the elementary school, together with the first year or the first two years of the high school. These three or four grades can best be organized as a more or less separate unit. They presuppose that the chief objectives of elementary education shall be attained largely in the first six grades of the elementary school. Basing its work upon the assumption that the fundamentals in reading, writing and arithmetic have been reasonably well attained and that certain elementary and fundamental concepts in geography and history have been learned, it provides for a varied program better suited to the developing needs of young people. Further command of the fundamental operations is obtained not so much by continued formal drill as by practical application of the operations already learned.

In addition, subjects formerly considered the exclusive property of the four-year high schools are given a place. Among these are elementary science, general mathematics, community and vocational civics, practical arts, home economics; and as exploratory and elective subjects, foreign language and commercial branches. Promotion is by subjects instead of by grades, and the work is to a greater or less extent departmentalized. The methods used are radically different from those of the elementary school, e. g., supervised study and the socialized recitation are essential features, and the social life of the school is organized from the standpoint of the young adolescent. This reorganization removes the dangerous break at the end of the eighth year, co-ordinates the elementary school with the high school by a transitional unit to weld together the elementary and secondary periods, and provides a new organization in which it is far easier to meet the many needs of adolescent pupils than under the old plan.

3. *Adaptation for Rural Schools.* An adaptation of this plan of organization is especially well suited to rural communities where the number of high school pupils is small. In many of these places it is now impossible to maintain any kind of high school. In others small third grade or second grade schools maintain a precarious existence. In many of these the conditions are anything but conducive to good work. The small schools also require each teacher to teach a much wider range of subjects than any one is likely to be able to do well. Even at that there is usually no opportunity for choice of work, which results practically in the denial of all educational opportunity for the pupils who cannot profit by the single curriculum that is offered.

The organization of a junior high school consists of grades seven to nine, grades seven to ten, or grades seven to eleven. The first wherever practical and economical is, however, recommended.

A Word of warning should be given. Unless the new organization does actually provide better for the varying individual needs of adolescent boys and girls, there is no virtue in a change of name. To provide against such a contingency the State Department will scrutinize very carefully every plan for such an organization before it will give its approval. The curriculums and programs of studies of junior high schools will necessarily vary with the different local needs and conditions. In order to give help to those who wish to organize such schools a general outline of an acceptable curriculum is given below. Principals and superintendents are urged to send to the Department suggestions regarding desirable programs. Each of these will receive careful consideration.

4. *General Comments on Suggested Curriculum.* (1) The curriculum is adapted to a six-hour school day and a school year of at least nine months. It is also arranged on a basis of 60-minute periods for the purpose largely of providing for supervised or directed study. A six-hour school day should not be followed by more than a very limited amount of home study in grades seven and eight.

(2.) In grade nine supervised study can be applied in five-period-a-week subjects since two-thirds credit for high school units is allowed where supervised study is in operation.

$5 \times 60 \times 36$  equals 180;  $\frac{2}{3}$  credit equals 120, equals 1 unit

60

(3.) The curriculum is based upon a load for each pupil of seventeen or eighteen periods of prepared work a week in the seventh and eighth years, and nineteen periods in the ninth. With the unprepared work there is a total of twenty-five periods a week.

(4.) The general outline of the curriculum has the virtue of practical application to small and large schools. The Department will submit typical programs to demonstrate the practicability of the curriculum, particularly to small junior high schools.

(5.) Where facilities in the smaller schools are lacking for practical arts, agriculture and home economics, instruction in these branches may be restricted, if local conditions necessitate, to an informal character with practical applications carried on at home or by junior projects out of school. The smaller junior high schools should also make other adaptations as the limitations of the instructional agencies, equipment, and accommodations demand in the initial organization. The exploratory courses and the electives should be restricted to the needs of the majority of the pupils, requiring that the needs of the minority be otherwise met.

(6.) It should be noted that the single-curriculum type obtains in the seventh year and the low eighth term; that exploratory courses are required of all pupils in the high seventh and low eighth. Beginning with the high eighth and continued through the ninth year a core curriculum with electives is suggested.

(7.) Occupational training for pupils who must drop out of school during or at the close of the junior high school period will be largely restricted to the commercial, industrial or agricultural courses. These courses are, therefore, introduced at as early a point in the curriculum as is consistent with the underlying purposes of the junior high school.

5. *General Outline of a Curriculum for the Junior High School.* The curriculum is shown by successive terms to give a clearer conception of the development from the single curriculum of the elementary school through the exploratory courses and the core curriculum with electives of the junior high school to the multiple or differentiated curriculum of the senior high school.

Low Seventh (Term of Adjustment)		High Seventh (First Term of Exploration)	
Single curriculum required of all pupils:		Modified single curriculum required of all pupils for industrial and commercial try-outs.	
Prepared Work.	Periods	Prepared Work.	Periods
English .....	5	English: Language try-out for	
Arithmetic .....	5	Commercial (Note) .....	5
Social Studies .....	4	General Mathematics with Commercial Arithmetic .....	4
Geography and Science .....	4	Social Studies: History, community civics, vocational civics	4
	18	Geography-Science .....	3
		Commercial: First lessons in business .....	1
			17
Unprepared Work.		Unprepared Work.	
Health Education .....	2	Health Education .....	2
Practical Arts, Agriculture, Home Economics .....	2	Practical Arts, Agriculture, Home Economics .....	3
Music .....	1	Music .....	1
Art .....	1	Art .....	1
Guidance .....	1	Guidance .....	1
	7		7
Total 25 periods; Prepared Work 18		Total 25 periods; Prepared Work 17	

Pupils for whom it is demonstrated that advance is impossible or impracticable beyond the junior high school should major in occupational training specializing either in practical arts, agriculture, home economics, or commercial work. Special rosters should be arranged for such pupils at the end of the seventh year. Special care must be observed that only the small residuum of pupils who must drop out are classified in this group.

(NOTE.) Secretarial and stenographic positions demand a high order of ability in English. One period or an average of one period a week of the English work could

be devoted to exploratory purposes to determine the individual's fluency and clearness of expression, correct use and good diction, exactness in the technicalities of language, orthography, etc.

#### Low Eighth (Second Term of Exploration)

Modified single curriculum required of all pupils for try-out of general, mathematical, academic and commercial curricula.

Prepared Work	Periods
English .....	4
General Mathematics .....	5
Social Studies .....	4
Elementary Science: Revealing advanced science for higher industrial and technical courses, largely informational.	2
Commercial Work: Commercial arithmetic, first lessons in business, office practice, salesmanship, business management, partly informational.	2
Vocational Guidance: Information of such vocational outlets and educational advance as to not submit to exploration otherwise in eighth.	1
	18

#### Unprepared Work.

Health Education .....	2
Practical Arts, Agriculture, Home Economics .....	2
Music .....	1
Art .....	1
Educational Guidance: For initial educational placement to test choice of electives in high eighth .....	1

Total 25 periods; Prepared Work 18

At the close of the low eighth all pupils should under careful direction based upon thorough scrutiny of exploratory experiences, make selection of electives in the high eighth.

#### High Eighth (Term of Testing Choice of Electives)

##### Core Curriculum.

Prepared Work.	Periods
English .....	4
General Mathematics .....	4
Social Studies .....	4
Elementary Science .....	2
Unprepared Work.	
Health Education .....	2
Practical Arts, Agriculture, Home Economics .....	1
Music .....	1
Art .....	1
Guidance .....	1
Electives (Select 1)	

Foreign Language .....	5
Elementary Bookkeeping	
Commercial Arithmetic	
Business and Office Practice	
Typewriting .....	5
Practical Art	
Agriculture	
Home Economics .....	5
(Substituting related mathematics for required practical arts etc., of Core curriculum.	

Total 25 periods; Prepared Work 19

For the sake of those pupils whose original choice of electives is demonstrated to be an error flexibility of cross-over between electives should be provided by means of coaching, special rosters, or study-coach class.



Core Curriculum.	Periods	Academic:	
English .....	5	Algebra .....	5
Social Studies .....	5	Foreign Language .....	5
Health Education .....	2	Commercial:	
Practical Arts, Agriculture, Home Economics .....	1	Bookkeeping and Business Practice .....	5
Music .....	1	Typewriting and Office Practice .....	5
Art .....	1	Vocational:	
	—	Practical Arts, Agriculture, Home Economics .....	12½
Total .....	15	Omitting Practical Arts, etc., Music and Art of Core curriculum leaving total of .....	11
Electives.	Periods	Substituting Vocational Mathematics .....	1½
General and Mathematical Curriculums:			
Algebra .....	5		
General Science .....	5		

(5.) *Ninth Year.*— (Stimulation to Senior High School.) Constants-with-variables or partially differentiated curriculum.

6. *School Activities.* The curriculums as outlined above include a weekly total of twenty-five periods or a daily average of five. In a six-hour school day there remains a sixth 60-minute period for devotional or opening exercises and a 50-minute period for organized school activities. Each junior high school should provide for student participation in school control, a weekly assembly program, and at least one activities period for clubs to promote both vocational training and additional vocational guidance by exploration.

In some cases, particularly in smaller schools, this sixth period may be necessary in part for the practical working out of the daily roster of the curriculum requirements. The guidance work of each term could be assigned to the home room teacher of each class in one of the activities periods. Coaching could be provided in another. Further uses of the activities period might include: additional work in practical arts, agriculture, and home economics; special subjects of music, art, penmanship, health education, etc.; additional exploratory work; or additional electives.

But it should be borne in mind that the primary purpose of the sixth period for school activities should not wholly be replaced by other objectives. At a later date there will be available at the Department suggestive outlines of school activities.



SOPHIE J. MEE JUNIOR HIGH SCHOOL.  
MOUNT VERNON, N. Y.

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*Jasper T. Palmer, Principal.*

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GENERAL INFORMATION

On completing the 6 (2) grade, all pupils from the Washington, Nathan Hale, and Robert Fulton Schools who do not elect to go to the School of Industrial Arts enter the Sophie J. Mee School on South Fourth Avenue, near Fourth Street.

In this school, which includes the seventh and eighth grades, differentiation begins. Each pupil, with the aid of his or her parents and teachers, choose one of three courses. His choice depends upon his aptitudes, ambitions, and future prospects. One's career must necessarily be professional, business, or the following of a trade or some form of manual labor; many girls would naturally become home-makers. It is with this in mind that the Sophie J. Mee School endeavors to help each pupil "find himself." If it is found that he has chosen unwisely at first, he and his parents will be advised as to the course that seems to best fit his needs.

By early differentiation, pupils are placed in a position to receive the greatest possible help. The question, "Which is the best course?" cannot be answered abstractly. There is no best course; each has its own particular line of emphasis, depending upon the aptitudes, interests and plans of the pupils.

The courses articulate with the three high school departments: (1) A pupil adapted to research and book work, and financially able to pursue higher education would likely choose the Academic department of the high school on Gramatan Avenue. Such pupils should take the Academic course at the Mee School. (2) A pupil of a business trend of mind, alert in his tendencies, accurate in his executions, would naturally choose the Commercial High School on

South Third Avenue. Such pupils should take the Commercial course at the Mee School. This course is advised for pupils who may likely leave school early to earn a livelihood. This high school department offers a two years' course; also an advanced four years' course which gives an excellent high school training. (3) A pupil mechanically inclined, interested in making things, able to plan details and execute them, would naturally aspire to such work as is offered in the high school department of the School of Industrial Arts on South Third Avenue. Such pupils should select the Practical Arts Course at the Mee School. For the boys in this course an attempt is made to determine for which line of work they are best fitted; they are given a trial in each of three lines—wood work, machine work, and electrical work. The girls are given a good training in the household arts—including sewing, cooking and housewifery. This is a good course for pupils who must leave school at the termination of the grammar school course. If one chooses to continue his high school education in this department, an excellent four years' course is offered at the School of Industrial Arts.

In all three courses, pupils are given a thorough training in the fundamental subjects: English, arithmetic, geography, and history. Each is handled in the way which best meets the needs of the course pursued. The cultural values are not neglected in any of them. The physical and moral training is the same in all three. The same course in music is given in all the courses. Drawing and appreciation of art have a place in all three, but naturally more strongly emphasized in the Practical Arts Course.

#### *Some High Spots in Sophie J. Mee School.*

Differentiated courses; Academic course for pupils preparing for the Gramatan Avenue High School, and the Commercial course preparing for the Commercial High School.

Educational and pre-vocational guidance; helping the boys and girls to choose their high school courses and giving them a little insight into the requirements of the different walks of life.

Opportunity offered for initiative, and self-control and development through the pupils organizations; school and class officers, etc.

Interest aroused in the natural environment through regular lessons in Nature Study.

Work of the assembly and classrooms socialized, thereby giving the children a direct share and responsibility in discipline, and conduct of work; weekly assemblies in which talent among the pupils is brought out; assemblies addressed by leading business and professional men and women of the city; the best musical talent of the city also sharing the assembly work of the school; recitation socialized, thereby developing leadership, courtesy and co-operation among the boys and girls.

Opportunity given for practical application of thrift. School bank conducted by teacher assisted by pupil officers which pupils patronize weekly.

Individual instruction given, which supplements class work, giving an opportunity for pupils to make up lost work, for rapid advancement, and to strengthen weakness.

Attention given to the development of the body, as well as the mind; daily inspection of health habits; four setting-up drills daily; outside recreation, every day, under supervision of class teachers; constant vigilance of a trained nurse.

Specially trained teachers of typewriting, penmanship, woodwork, sewing, cooking, music and drawing.

Noon lunches served by the children, making it convenient for teachers and at the same time giving the girls some practical work in domestic science.

Current journals and magazines provided; library periods supervised.

Children impressed with the spirit of AMERICANISM through the memorizing of the American's Creed, the daily flag salute, study and practical application of civics, morals and manners.

Rooms made cheery and attractive through frequent blackboard decorations, and display of work contributed by the pupils; also a large bulletin board is provided out

side the building next the sidewalk where work is exhibited weekly.

School orchestra which beginners are urged to join; plays for marching and assembly programs.

Piano and violin lessons given at a nominal cost.

Music appreciation developed through the supplementary use of phonograph which the school purchased through entertainments.

Home and School Association which parents are urged to affiliate with; purpose being to bring parents and teachers in closer relationship in the interest of the schools.

Rooms equipped with stereoptican lantern for visual equipped commercial room.





### JUNIOR HIGH SCHOOLS IN OHIO.

The State Department is now ready to charter junior high schools and has issued a manual of requirements covering this type of organization. This manual is now ready for distribution and will be sent to any one upon request. It should be explained in the beginning that the State Department will charter as junior high schools those schools only that include at least the ninth grade, in addition to the seventh and eighth, in this new unit of organization. In this we are following out the specified intent of Section 7651, G. C. The International Dictionary has defined the junior high school as:

A school organization intermediate between the grammar school and the high school, formed by a union of the upper grades of the grammar usually with one, and occasionally with two, grades of the high school, making a separate group and aiming to provide for individual differences among students and also to facilitate transfer from the grammar school to the high school, especially by allowing a limited amount of election of studies and by employing departmental teachers.

For complete outline of essential characteristics the Department's manual should be consulted.

By way of informing Ohio schoolmen what various places in the state have been doing along this line we print here a list of cities and exempted villages which claimed junior high schools on their last statistical report to the State Superintendent. The facts have been set down relative to each school in so far as they were reported. In the light of the Department's conception and definition a large number of these schools can not yet be chartered as junior high schools. In many cases the single outstanding feature is, no doubt, departmentalization of the grammar grades. In a few instances this was so stated on the report. The State Department has nothing but approval for those schools that have progressed thus far beyond the traditional grammar school organization. It ventures to hope that the major portion of these schools may speedily

be able to broaden their organization to include the ninth grade and provide for other salient features of the junior high school, which have not hitherto been provided.

The Department is aware that in various of the county systems in the state are to be found schools which are working towards the junior high school arrangement. Adequate information is not at hand to furnish a detailed statement. It is known, however, that Marion, Montgomery, Sandusky and Wood counties are working along this line.

#### OHIO CITIES AND EXEMPTED VILLAGES REPORTING JUNIOR HIGH SCHOOLS.

Canton	7-8-9	2	41	1204
Cleveland	7-8-9	*10	461	11164
Cincinnati	7-8-9-10	1	No report	No report
Ashtabula Harbor	7-8-9	1	17	410
Bedford	7-8-9	1	7	183
Bowling Green	7-8-9	1	8	401
Fremont	7-8-9	1	11	431
Sidney	7-8-9	1	9	371
Van Wert	7-8-9	2	16	397
Warren	7-8-9	3	30	592
Ashland	7-8	1	9	347
Ashtabula	7-8	1	12	414
Bellefontaine†	7-8 Departmental		No report	
Bellevue	7-8	1	6	324
Bucyrus	7-8	1	11	320
Cleveland Heights	8-9	1	15	391
Conneaut	7-8 Departmental		10	267
East Cleveland	7-8	4	33	821
East Palestine	7-8 Departmental		No report	No report
Gallion	7-8	1	6	206
Greenfield	7-8	1	6	106
Kenmore	7-8	1	11	381
Montpellier	7-8	1	3	146
Norwalk	7-8	1	6	198
Painesville	7-8	1	6	237
Port Clinton	7-8	1	3	146
Ravenna	7-8-9	1	5	234
(Partially organized)				
Salem	7-8	1	11	422
Sandusky	8A	1	No report	180
Springfield	7-8-9	1	30	827
Steubenville, Grades 6 to 12 departmentalized.				
Toledo	6-7-8-9	1	18	444
Xenia	7-8	2	11	338

\*Cleveland reports 15 junior high school this year.

†Bellefontaine reports two junior high schools this year.

#### Schools Indicating Junior Highs for 1920-21.

Coshocton      Gallipolis      Marietta      Defiance  
Schools Having Junior Highs Whose Reports Have Not Been Received for 1919-20.

Columbus	7-8-9	9
Hamilton		1
Troy		1
Lima (6-6 plan)		



## PRACTICAL CITIZENSHIP INSTRUCTION

*R. J. Cornell, Des Moines, Iowa.*

A great deal is being said these days about teaching citizenship. In Amos Hiatt Junior High School an effort is being made to teach citizenship through practice. Report cards are issued three times each semester, and with the report cards for the academic subjects goes one called Pupils Citizenship Report Card. This card lists seven desirable qualities which each citizen of Amos Hiatt Junior High School should have. These qualities are: School Spirit, Self Management, Punctuality, Orderliness, Reliability, Honesty and Courtesy. An explanatory note to the parent states that if no mark appears following the quality, the pupil's standing is considered satisfactory, but that a red ink check mark is a sign of unsatisfactory standing. Parents are asked to sign and return the card. The card has only been in use a short time, but it is proving to be very helpful.

The Student Council, the home room courts and the school courts also furnish opportunity for instruction in citizenship through practice. There are in the school twenty-two home room groups, each of which elects its Student Council member. Each of these home room groups also has a home room court. The Student Council serves as a combined Legislative-Executive Department of Student Government, while the courts function as the Judicial Department. The president or other chief officer of other student organizations are also members of the Student Council. The Student Council meets each Tuesday. At the first meeting of the semester a nominating primary was held, followed by an election, at which officers of the Student Council were nominated and later elected. The president of the Student Council, who happens to be a boy, is judge of the boys' school court. The vice-president, who according to the constitution must be a girl, if the president is a boy, is judge of the girls' school court. The Stu-

dent Council is divided into five departments modeled somewhat on the Des Moines plan of City Government. The president of the Student Council is the head of the Department of Public Safety, and has general supervision over the conduct of pupils in the halls, on the stairs, and on the play grounds. He has the assistance of one-fifth of the members of the Student Council together with monitors and room and school court officers.

Our building is an old one and the halls are narrow and irregular. It is highly pleasing to see these student officers securing such good results in the passing of pupils to and from classes. The vice-president of the Student Council is head of the Department of Public Affairs. Her department has general supervision of school affairs and is charged with the responsibility of making suggestions for the improvement of the school. This department is preparing a handbook for pupils of the junior high school. The other three departments consist of the Department of Publicity which publishes the school paper monthly, the Department of Finance which has the responsibility for the raising of funds for school use, and the Department of Halls and Grounds which has the responsibility for the physical appearance of the grounds and the halls. Each of these departments has a faculty adviser.

The head of each department wears an arm band on his or her right arm to indicate his or her office. The reason for wearing this arm band on the right arm is because a scholarship arm band with one bar for each subject in which the pupil ranks "one"—the highest grade given—is worn on the left arm. The winning of such an arm band for two report periods in any semester entitles the pupil to a scholarship monogram. This monogram contains merely the letter "H" which stands not only for Hiatt, but also for Honesty, Honor, Happiness, Head, Heart, Hand and Health.

The school is run on a one session day plan and the pupils have a half hour for lunch. There are two lunch periods with a fifteen-minute interval between. More than 500 pupils eat in the school cafeteria. A cafeteria captain who is a member of the Student Council and under the di-

rection of the Public Safety Department, has responsibility for the management of the cafeteria with the assistance of table captains. There are 32 tables which seat eight pupils each, one of the eight being table captain.

The Student Council is a vital force in promoting the welfare of the school and in securing the co-operation of the pupils. The Student Council had charge of a recent assembly and various members of the council talked on topics showing the meaning of the word "Hiatt," their subject beginning with the various letters of the word.

The idea of the room and school courts was suggested by reading an article describing a similar plan in use in the Raymond school in Chicago. Professor John Lewis, principal of said school, is given credit for having put citizenship into the course of study. This plan is said to have been in use in Raymond School for twelve years. The officers of the room court consist of a judge, a clerk, a sheriff and a prosecuting attorney. The boys' school court and the girl's school court each have a similar set of officers. Each of these school courts meet on Monday. While the plan is far from perfect, yet it is giving a remarkable degree of satisfaction, not only to pupils but to teachers as well. By this means pupils are gaining the practical knowledge of civic duties and many of them are making much improvement in securing the desirable qualities listed on the Citizenship Report Card. Pupils are being given a large degree of responsibility, are being taught to accept this responsibility and are being aided to make good under said responsibility, all of which is helping to make for better citizens through practical instruction.

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The above plans have been especially satisfactory in bringing about a fine morale among the pupils of Amos Hiatt Junior High School, and the school spirit is unusually fine. The Student Council has recently adopted the motto, "For Hiatt I'll Try It." The spirit of this slogan extends to all the worth while activities of the school, not omitting class room effort.

R. J. Cornell.

## THE JUNIOR PLAY FACTORY.

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In the nation-wide movement for better drama, the Junior High School of Hoquiam, Washington, has chosen a novel vehicle. A small group of junior girls memorizing Shakespeare outside of class hours, and writing plays of their own, begged for producing opportunity during English period. The wise English instructor readily deviated from the scheduled day to make way for "The Coming of Ann." "Ann" appeared with unpolished finish and moved about with awkward mein, but "Ann" was an original creation and her "coming" was a real triumph.

It was but a short step from Ann's entrance to the construction of a "Junior Play Factory" where the factory "hands" should assume the role of young producers with an interested teacher as foreman and their wares the plays they should produce.

The local Community Service with its own Little Theater and vital interest in drama activities was moved to co-operate with and encourage in every way this splendid school movement. Through its files the most interesting and worth while material available was sought for the use of the young producers.

Twelve days after organization came the first factory product—Margretta Scott's "Bag o' Dreams" before an appreciative High School assembly. In this instance costumes, setting, programs and even interpretation of lines, to some extent, were the result of original thought on the part of the factory "hands."

After a succession of meetings when plans were laid for the gradual accumulation of properties, wardrobe and the maintaining of a costume source-book, another production was undertaken.

This time, Constance D'arcy Mackaye's "The Goblin and the Gooseherd" was prepared with an original fairy

dance and song arrangement, the work of the factory hands under the "foreman's" supervision.

Public recognition of the factory's substantial output first came through the National Drama Specialist for Community Service Incorporated, who was visiting in the city during the factory's working hours.

Now, with abundant enthusiasm and live interest the Factory looks forward to a period of experimentation in lighting and setting effects that shall ultimately lead them to the best in drama.





## SHALL WE CHANGE THE NAME?

Principal R. J. Cornell,  
Amos Hiatt Junior High,  
Des Moines, Iowa.

My Dear Cornell:

When you ask my opinion concerning what shall be the name for our school including grades seven, eight, nine, you need only to glance at the top of this sheet and to recall the name of your school, and mine—East Junior High.

Although I had nothing to do with the naming of either school, I am more than earnest in keeping the name Junior High.

Some of my reasons are as follows:

1. The name suggests the six year high school period, instead of having a stopping point at the end of the ninth grade.
2. The school is Junior to the High School.
3. Children are maturing from one to two years earlier than they used to when it was an "accomplishment" to go to "High School."
4. Junior High is a NEW name, Intermediate is an old name, previously used for grades 4, 5, 6. It seems to children like a backward step.
5. There is no question to using "intermediate" to designate the educational location of the three years, but it should be spelled with small "i" wherever the individuals who comprise the group are likely to see it. Whenever named for the pupils the words JUNIOR HIGH should be spelled with capitals.
6. Junior signifies the approaching Senior, to which every growing boy and girl aspires. It indicates the passing from Master John Smith to the young Mr. Smith, in indicates to change from child to Junior Citizen. He is making the transfer from dependency to responsibility, and why shouldn't he be allowed to advertise it by saying "I'm going to Junior High now"?

Very truly yours,

S. O. ROREM,  
Principal East Junior High School,  
Sioux City, Iowa.

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